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ABSTRACT

Funds for vocational education, especially federal funds, have increased greatly during the past decade and more may be expected, but vocational educators lack training in writing the proposals required to obtain these funds. To help develop the knowledge and skills needed to prepare effective proposals, a workshop for vocational administrators and faculty was conducted at West Chester State College, Pennsylvania to inform participants about funding sources, what is involved in applying for them, and how to express this application in writing. Of the 19 participants, six sought and were granted the college credit offered by the Workshop. In summary, it was felt that although participants were enthusiastic the workshop did not achieve most of its objectives, partly because of the extensive flooding in Pennsylvania at that time, which curtailed sessions. While participants did learn something about proposals, most of them brought no ideas for projects and did not develop skills in proposal writing. Recommendations were made that changes in preplanning would be needed, before future workshops of this nature would be effective. (MF)

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FINAL REPORT

WORKSHOP IN PROPOSAL WRITING

Project No. 19-1056

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West Chester, Pennsylvania

VT018879

June 30, 1972

PENNSYLVANIA DEPARTMENT OF EDUCATION
BUREAU OF VOCATIONAL, TECHNICAL AND CONTINUING EDUCATION

I. INTRODUCTION:

During the last decade a tremendous impetus has been given to vocational education in the form of federal funds. As the importance of vocational education and career education continues to grow, we can expect even more funds to become available. New funds, however, have posed a new problem for the vocational educator. Many of the programs require that a proposal be written in order to obtain funds. The backgrounds of administrators and faculty in vocational education have included little in the way of training in writing proposals. Many have good ideas, but are afraid to write a proposal because they feel at a loss. The background of these educators needs to be supplemented as quickly as possible. As more individuals learn how to write proposals the quality of proposals will improve and the programs being funded through these proposals will have a greater impact.

An additional problem area that exists is the lack of knowledge on the part of these educators about sources of funding. While they have a knowledge of the programs established by the Vocational Education Amendments of 1968, they lack a thorough knowledge of these programs. Most vocational educators are also unaware of other sources of funding which are available to them if they can develop a good proposal. Other federal agencies, business and industry and foundations are sources of funds which vocational educators have not begun to tap. Confidence in their ability to write a proposal would encourage more individuals to seek funds from other agencies.

This confidence can only be gained through the development of appropriate proposal writing skills.

In order to encourage the development of new ideas and to provide the greatest impact from funding, vocational educators must develop knowledge and skills in proposal writing. To assist in the development of these skills the Bureau of Research at West Chester State College conducted a five-day workshop for nineteen vocational educators to develop proposal writing skills.

II. OBJECTIVES:

The objectives of this five-day workshop were:

1) To help participants identify and define the problem to be studied.
2) To inform participants of funding sources interested in their problem area (State, Federal, and Private).
3) To inform participants of the existence and proper utilization of the Vocational Education Information Network.
4) To inform participants of the essential components of a proposal.
5) To assist participants in the writing of a high quality proposal.
6) To expedite the proposal writing by providing assistance in the areas of writing objectives, design of project and measurement of outcomes.

III. PROCEDURES:

Basically the workshop offered a one-credit course titled "Independent Study in Educational Research". This course was a flexible program which was primarily concerned with the rudiments needed in the development of

an appropriate proposal. Additionally, the workshop brought in speakers from the Pennsylvania Department of Education to provide information about various programs available to them. Miss Erma Keyes also spoke to the participants explaining the Vocational Education Information Network (VEIN). (See attached daily schedule).

IV. SELECTION OF PARTICIPANTS:

Brochures were mailed to all area vocational technical schools and a sample of comprehensive high schools in the Commonwealth. Additionally, VEIN and personnel in the Research Coordinating Unit recommended prospective participants. The brochure described the purpose, eligibility, program activities, faculty, facilities and arrangements for credit. The invitation was aimed at any vocational educator who had an idea for a project. A total of twenty individuals were accepted for the workshop. However, three withdrew at the last minute and three others were admitted bringing the total to twenty who were to participate. One individual who was accepted did not attend, thus, leaving at nineteen the total number who participated. Of the nineteen participants, six sought and were granted college credit for the workshop.

V. TIME SCHEDULE:

The workshop was conducted during the week of June 19 to 23. The workshop began daily at 9 a.m. The morning sessions were devoted to presentations which provided information and the afternoon sessions were devoted to individual conferences with the participants about their potential projects.

VI. EVALUATION:

The evaluation process was informal and involved discussion with

each of the participants in order to assess their needs and to help them develop their ideas. All were frank and were enthusiastic about the workshop. They expressed satisfaction with the information which was presented to them, particularly the information provided by Dr. Carroll Curtis who gave an overview of all programs in vocational education requiring a proposal. Miss Erma Keyes' presentation was well received and many were impressed with the fact that they could obtain information so easily.

One particular aspect of the instruction which seemed to be beneficial to the participants was the session on writing behavioral objectives. Five of the participants related that they were extremely pleased with that session because it would enable them to write better curricula in their school and many were in the process of curriculum revision.

From the schedule of activities which appears in the appendix it can be seen that Thursday and Friday, were to be the most productive sessions in terms of output. Unfortunately, on Wednesday evening the skies opened and the rains that came forth were so heavy that it caused extensive flooding. Four participants were unable to return for Thursday and Friday sessions because of flooding which isolated the participants at the hotel. THursday was to have been an information presentation from Dr. Dittenhefer, Dr. Curtis and Mr. Wayne Grubb, all of the Bureau of Vocational, Technical and Continuing Education. They, however, could not get to the hotel. The remaining time was spent in assisting five of the participants in the development of a prospectus for a proposal. Others had made attempts, but were not successful in developing their ideas to the point that they could put them into writing in the form of a prospectus. Of the five prospectuses

developed, one was excellent, one was good and the other three were fair.

Subsequent contact with the author of the excellent prospectus indicated that he was going to pursue the project in the hope that it would receive funding. The idea was good and the prospectus well written and it should receive favorable consideration.

In summary, the workshop did not achieve all that was intended due to a number of circumstances not the least of which was the flood. Most of the participants had no idea for a project and were in fact only at the workshop to acquire information about programs and to learn about proposal writing so that they could take the information back to their school. For those whose primary purpose was the above, the workshop was successful. However, the workshop had other objectives. It was designed to assist participants in identifying and defining a problem to be studied and was successful in assisting only five people in accomplishing this task. Of the five only one had a clear idea in mind before he arrived and he developed the best prospectus. Success was achieved in informing participants in sources of funding and the utilization of VEIN. While participants were informed about the essential parts of a proposal, they did not develop skills in writing a proposal.

VII. RECOMMENDATIONS:

A workshop of this nature has a great deal of merit. However, participants should be selected on the basis of the idea which they present and upon the basis of their ability within the framework of their organization to write a proposal. In order to effectively carry out such a workshop it would require that the workshop be well advertised and be pushed by the Bureau of Vocational, Technical and Continuing Education. They, in fact, should probably have responsibility for identifying and

selecting participants for such a workshop. Participants should be individuals who want to develop a proposal and come to the workshop for assistance in the development of such a proposal. Perhaps the number of participants might be reduced to assure individual attention also. A workshop of this nature should be conducted again, but with the recommended changes outlined above.

APPENDIX

SCHEDULE OF ACTIVITIES

WORKSHOP IN PROPOSAL WRITING

JUNE 19 TO JUNE 23, 1972

June 19

10:00 - 12:00	Registration
12:00 - 1:30	Luncheon - Speaker Dr. Ferman Moody
2:00 - 3:00	Vocational Education Act and Amendments, Dr. Carroll Curtis

June 20

9:00 - 10:00	Other sources of funds (Foundations and Businesses and Industry).
10:00 - 10:30	Coffee break
10:30 - 11:15	Needs assessment, anatomy of a proposal, development of problems, Dr. Higgins
11:15 - 12:00	Proposal Writing, Dr. Peters
12:00 - 1:30	Lunch
1:30 - 3:00	Individual conferences (by arrangement)

June 21

9:00 - 9:50	How the system works and the development of a prospectus.
9:50 - 10:30	Coffee break
10:30 - 11:20	Introduction to Vocational Education Information Network (VEIN) - Miss Erma Keyes
11:20 - 12:00	Consortium and Cooperative Arrangements, Dr. Higgins
12:00 - 1:30	Lunch
1:30 - 3:00	Individual conferences (by arrangement)

June 22

9:00 - 10:00	Writing behavioral objectives - Dr. Peters
10:00 - 10:30	Coffee break
10:30 - 12:00	Small group sessions on developing behavioral objectives
12:00 - 1:30	Lunch
1:30 - 3:00	Individual conferences (by arrangement)

June 23

9:00 - 12:00	Small group sessions on developing proposals, Critiques of proposals
12:00 - 1:30	Lunch
1:30 -	Workshop terminates

PARTICIPANTS TO

WORKSHOP IN PROPOSAL WRITING

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